



Inspection report for early years provision

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| <b>Unique Reference Number</b> | 112517         |
| <b>Inspection date</b>         | 15 July 2005   |
| <b>Inspector</b>               | Sheila Collins |
| <b>Type of inspection</b>      | Integrated     |
| <b>Type of care</b>            | Childminding   |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1981 but had a break of three years, so has currently been registered since 1997. She lives with her husband and adult child in a three bed roomed family home situated in a residential area in Basingstoke, close to good local amenities. The house has four storeys and childminding takes place on the ground floor. The children have access to a large kitchen /dining and sitting area on the ground floor and also use the lounge and office under supervision. The children use the front garden for outdoor play. The family pets are a cat and some fish.

The childminder is registered to care for a maximum of six children aged under eight years of age, at any one time and is currently minding five children under five years of age and five school aged children, all of whom attend on a part-time basis. The childminder takes children to and collects from local schools and pre-schools. The childminder attends the local toddler

group and takes the children on regular outings to the local parks, shops and library. The childminder supports children with special needs and also children for whom English is an additional language.

The childminder holds an NVQ level III qualification in Early Years Care and Education and a Higher National Certificate (HNC) in Early Childhood Studies. She is an accredited member of an approved childminding network, which is the Hampshire Cluster Childminding Network, North Hants and is an Early Years Education (EYE) provider. She is currently in receipt of funding for nursery education for three and four -year olds.

The childminder is part of Hampshire Support Childminder Scheme, the support network for newly registered childminders in the area and is herself supported by the Network Co-ordinator from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children learn about personal hygiene through their daily routine and know the importance of good hygiene practices. They wash their hands after going to the toilet, before eating and after taking part in messy play. The childminder has excellent hygiene practices herself and supports the children well, allowing children to go to the toilet unaccompanied and independently to wash their hands, when they are ready to do so. The children receive praise and encouragement consistently from the childminder, which bolsters their self-esteem.

The childminder actively promotes the good health of the children and responds appropriately when they are ill. The children benefit from the childminder's knowledge of their individual health needs and all the relevant documentation is in place, to support the meeting of these needs.

The childminder consults with parents about their child's dietary requirements and preferences, and the menus are on the board for them to see. Children have a balanced diet and are able to choose healthy options for snack. They are able to access drinks easily when they are thirsty and the childminder reminds them to drink plenty during hot weather. Meals are a happy occasion at which the children socialise.

The children enjoy physical exercise and the childminder successfully plans their day to ensure that they have a wide range of excellent activities to help them develop physically.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The childminder gives high priority to ensuring that the children are safe both within and outside the home. She conducts regular risk assessments. She involves the children in safety procedures such as regular evacuation practices, which increase the children's awareness of safety issues. The childminder has equipment suitable for the age and stage of the children

attending, which includes items such as a high chair with reins and safety barriers. The childminder checks the equipment and toys frequently to ensure that they are safe for the children to use.

The childminder has built up an extensive and comprehensive range of toys and equipment for the children to use, which covers all areas of their development. The children independently access the majority of the toys and activities for themselves and the childminder involves them in choosing alternatives from the cupboard.

The childminder promotes the children's welfare through a comprehensive knowledge of child protection issues. She has a clear understanding of the procedures to follow if she has concerns about a child.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

The children settle well, are confident and relate well to each other and adults present. They benefit from the childminder's excellent planning, which ensures a variety of activities available throughout the week, both in and out of doors. The childminder plans each day according to the needs of the children attending but is flexible to allow for child-initiated play. The children are able to direct their own play and learning and take part enthusiastically in activities, for example play dough and story time. They take part in both active and quiet activities, which allow them to develop, practise and progress their skills in all areas of learning. The children are happy and eager to take part in activities, including tidying up.

Nursery Education.

The quality of teaching and learning is good. Children participate in a variety of stimulating activities, which cover all areas of the curriculum. They enjoy talking with and listening to each other and adults. They listen to and join in with stories with enthusiasm. They access writing materials for themselves and enjoy practising mark making. They have a sense of achievement from well-planned activities, such as playing with dough, gardening and completing jigsaw puzzles. They are learning about mathematical concepts and can count and name shapes, for example when using play dough. Children show an increasing interest in nature and enjoy planting and observing creatures such as snails. They respond enthusiastically to new experiences and enjoy creative projects, using tools and equipment with increasing dexterity.

The childminder is keeping records of the children's achievements. She is working with the Curriculum Guidance for the Foundation Stage, using the stepping stones to plan the next goal for each child to attain. She is increasing her experience of the record keeping paperwork and is currently working to expand this.

### **Helping children make a positive contribution**

The provision is outstanding.

The children behave very well and show care and concern for each other. They understand the rules and boundaries that are in place. The childminder encourages good standards of behaviour,

by the use of positive behaviour strategies, praise, and encouragement, which builds the children's confidence and self-esteem.

The childminder has in depth knowledge of the individual needs of each child through ongoing discussion with parents. When planning, she considers each child in her care, their stage of development and ability and chooses activities which all the children can take part in. The children are using the wide range of excellent resources to learn about different cultures. They learn about the diversity of today's society through projects and celebrations, such as Divali and the Chinese New Year. They have recently taken part in a sponsored walk to raise money for the Tsunami appeal. The childminder fosters the children's spiritual, moral, social and cultural development well.

The childminder has an excellent partnership with parents and works closely with them to ensure continuity of care for the children. They receive comprehensive information from the childminder about her service. She discusses daily with parents to keep them informed about their children's progress, in addition to keeping written records that she shares regularly with parents. She keeps written records of the funded education children's achievements in the six areas of learning, produces reports each term and involves the parents in the next steps for achievement.

### **Organisation**

The organisation is outstanding.

The childminder meets the needs of all the children attending. All children benefit from the childminder's careful planning and excellent organisation of the day.

The childminder has been minding for a number of years and has attended training courses to gain professional qualifications and to extend her knowledge of young children. The children benefit from her knowledge and experience, which she uses to ensure their ongoing well being, safety, care and education.

The childminder has all the required documentation in place to make sure that she is able to meet the individual needs of the children in her care. In addition, she has comprehensive written policies in place and a good record keeping system, all of which are informative for parents and underpin her excellent practice. These are regularly updated to ensure that all information is current.

### **Improvements since the last inspection**

At the last inspection two recommendations were made. These related to documentation, which the childminder has addressed satisfactorily.

### **Complaints since the last inspection**

There are no complaints to report.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the record keeping systems for the children's achievements which are currently being used

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)